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ABSTRACT

This workshop booklet on career decision making, the third in a series of three vocational career orientation self-developmental units, was designed for use at the junior high school level. Provided in the booklet are materials for conducting four workshop sessions. The first session deals with various preliminary steps to formulating a career choice, including career brainstorming, assessing one's needs in a career, considering personal versus situational factors, and an introduction to decision making. Addressed in the second session are decision making as a process, steps in the decision making process, and making a decision. The third session deals with John L. Holland's theory regarding vocational choice and with career information resources such as the Directory of Occupational Titles and the Occupational Outlook Handbook. Covered in the final session are selecting a tentative career choice and the goal setting process. Each of these four sections contains an explanation of the purpose of the given session, instructions for implementing each activity included in the session, and suggestions for summarizing and closing the session. Appended to the booklet are the actual discussion questions, activities, diagrams, and information sheets needed to conduct the workshop.

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CAREER DECISION-MAKING: BOOKLET III

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PREFACE

There is an expressed need at the junior high school level for materials which enhance the teaching of self development concepts as they relate to career education. Because of this need, three activity based learning booklets were developed specifically for students in grades 7, 8, and 9 through Arkansas Vocational and Technical Education, a Division of the Department of Education.

The three booklets, Life Planning Workshop: Booklet I, Highlighting Self and Career Awareness Through Value-Related Activities: Booklet II, and Career Decision-Making Workshop: Booklet III, were developed as the self development instructional unit of the Arkansas Guidebook for Career Orientation. It is recommended that teachers introduce Booklet I first, followed by Booklet II and Booklet III. We hope that teachers will find these materials useful and involving for their students.

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CAREER DECISION-MAKING WORKSHOP

Session I

A. Introduction

1. Workshop objectives

- a. Pass out list of objectives. Read aloud and add any comments necessary.
- b. Assist students in exploring a tentative career goal.
 - (1) Designed to make student's aware of process and information needed in exploring and making a tentative career choice.
 - (2) Not intended to have students arrive at a choice of a career by end of workshop.

2. Workshop format

- a. Includes structured activities, group discussion, feedback, participation in a tentative career decision-making process, and introduction to varied forms of occupational information.
- b. Four sessions
 - (1) First session - focus on types of occupations in which interested, needs in a career, and introduction to decision-making.
 - (2) Second session - Discussion to explore a career decision-making process.
 - (3) Third session - Discussion of a theory of occupations, a career related self-evaluation, and introduction to career resources.
 - (4) Fourth session - Focus on goal-setting and summarization of workshop.

B. Career Brainstorming

1. Over 20,000 different occupations in the U.S.
2. Activity - Brainstorm as many different occupations as you can in three minutes. (Pass out paper to each student)
 - a. List any occupation that comes to mind, regardless if it is one you like, or whatever. Doesn't have to be professional, related to college, etc. Just freely list anything that comes to mind. (Encourage them to continue full three minutes)
 - b. Have each student review all listed occupations and put them into groups having some common pattern or characteristic, i.e., artistic - florist, poet, musician; business - sales, accounting, stock broker. (Give them 5 minutes)

c. Next, have students place all occupations listed into three groups:

(1) Occupations they would like; (2) occupations they would not like; and (3) occupations about which they feel neutral or undecided. (Give them 3-4 minutes)

d. From occupations they would like, have them select 3 which they might seriously consider as career possibilities.

e. Finally, have them study these 3 occupations and identify common characteristics among them. Also, list 2-3 reasons why they believe they would like these occupations.

f. Place newsprint on wall with each student's name on one sheet. Ask each member to share his/her three choices by writing them on the newsprint; then list common characteristics.

g. Ask students to share some of the reasons they believe they would like these occupations.

3. Explain purpose of activity is to make them aware of some occupations they might like; to think about and become aware of some common characteristics of these occupations, of which they may or may not have been aware, determine what, if any, reasons for liking an occupation are common to a group of occupations; this will be used in later activities.

C. Needs in a Career: Activity

1. Distribute activity (see appendix) and ask participants to read directions. Answer any questions. Give them 5-10 minutes to complete exercise.

2. Ask them to again consider these needs and rank-order the five they consider to be most important (1=most important, 2=next most important, etc.). Also, have them list the 5 needs they consider least important, (Do not rank order)

3. Have them share their five most important needs with group (list these on newsprint with their 3 occupations previously chosen, etc.).

a. Have them assess the compatibility of "needs" with 3 occupations previously chosen; would common characteristics of occupations tend to provide for "needs?"

4. Purpose of activity - Give recognition to degree of importance of values in selecting occupations.

D. Discuss "Personal" vs "Situational" factors in consideration of a career.

1. Personal factors

a. Values, interests, abilities, expectations.

2. Situational factors

a. Finances, expectations and values of others, supply and demand, social and cultural expectations.

E. Introduction to Decision-Making: Discussion

1. Need information to make any decision.
2. To make decision you must consider your power to perform the choice (facilitating and constraining forces).
3. Need to know alternatives available, in as much detail as reasonably possible.
4. Mental set of decision-maker can significantly shape the decision (subjectivity, prejudice, patience, knowledge of process).
5. Be thoughtful and rational when making decisions.

F. John's Decision: Activity, (see appendix)

1. Give you some introduction to use of information; influence of personal and situational factors, facilitating and constraining forces, and use of a process - in making a decision.
2. Pass out sheet with information about John.
 - a. Ask them to study information and decide which occupational cluster John might select to explore.
3. As time allows, facilitator may give them time to work on John's decision, or may assign this as homework.
 - a. If homework, divide members into two groups and have them arrange for time to get together and work on decision prior to second session.
 - b. Facilitator should try to answer any other questions the participants may have about John and his situation.

G. Summary and Closing

1. Briefly, review the main points of the session.
 - a. Invite any questions.
2. Ask participants to think about activities completed, particularly in regard to relationships among career brainstormed, common characteristics of these careers, and needs important to their career.

Session II

A. Decision-Making as a Process: Discussion

1. Introduce decision-making as the culmination of a larger process used in selecting one alternative over another. Explain that a good decision is one which is made after using an appropriate process; it is not determined by the outcome as many understand it to be.
2. Differentiate Decision vs Outcome.
 - a. A decision is a process; an outcome is an achieved result. Implementing a decision-making process does not insure a good outcome, but should greatly increase such a possibility. (May need to illustrate this point)

B. Steps in a Decision-Making Process: Discussion

1. Clarifying the decision by stating it in clear, concise terms. (Determine what you want to accomplish)
2. Determining the information you have and/or will need to make an appropriate decision. (Sometimes this step may better be done after alternatives are decided, or possibly both before and after deciding on alternatives.
3. Determining the Alternatives.
4. Predicting Outcomes to the Alternatives.
5. Considering the Probability or Risk Involved with each Outcome.
6. Strategy or Plan of Action.

C. Activity: Making a Decision

1. Have each student select a decision he/she wishes to make regarding his/her tentative career choice.
 - a. Pass out the form to follow in making this decision.
 - b. This should have a short-term objective and not be of major proportions, so participant may be able to make this decision by the end of the workshop.
 - (1) The purpose of this is not really to make the decision, but to have students work through the steps under the facilitator's guidance - so as to gain experience in the process.
2. Ask students to go through the steps in the decision-making process.
3. Have students decide on the information they have, what they value, and the information needed or helpful to them in making their decisions.
 - a. Facilitator may need to check to see if participants understand the kinds of information they may need, its relevance, etc.

4. Have members determine 1, 2, or 3 alternatives available to them in order for them to reach the objective of their decision.
 - a. They may need to consider their values, values of significant others, and what they wish to accomplish by the decision - before they determine their alternatives.
5. Next, have the students take one of the alternatives and attempt to predict several possible outcomes to that alternative.
 - a. Knowing outcomes helps them in judging the desirability of each outcome.
 - b. Members may experience difficulty in doing this task, as it is difficult to predict human behavior. Facilitator, or other students, may need to help some members in this endeavor.
6. Follow this by having students estimate the probability of 1 or 2 of their outcomes.
 - a. Risk becomes a factor as they will probably not have all the information they need to predict accurately.
 - b. Also, students have probably had little experience in this area, so they may feel unable to or uncomfortable in so doing. Again, they may need some help in estimating probability.
7. Having determined probability for 1 or 2 outcomes, have students try to determine which of the outcomes is most desirable.
 - a. Then, see if they can determine how much more desirable one outcome is over another outcome. (Students may describe this in any way that has meaning to them.)
8. Determine a plan of action (strategy) for deciding one of the alternatives.
 - a. Have students list the factors they would consider in deciding, with their reasoning as to how the factors would influence their deciding, (values, probabilities, objectives, risk, desirability).
 - b. See if they can indicate their general strategy, in regard to how they would tie all the data they now have together and;
 - (1) Select the most desirable outcome regardless of risk.
 - (2) Avoid the worse outcome.
 - (3) Play it safe.
 - (4) Consider the outcome which is both most likely to occur and is most desirable.

D. Summarize the session and preview the third session.

Session III

- A. Briefly, review the decision-making process.
- B. Introduce Session III: Discussion
 - 1. Present one theory (Holland's) regarding vocational choice; introduce some important occupational resource materials and resource agencies; and as time permits present opportunity to make a self-evaluation of aptitudes, interests, and temperament.
- C. Present Holland's Theory: Discussion
 - 1. Pass out Holland's schematic diagram and explanation. Discuss briefly, then have students complete the activity at the bottom of the second page.
- D. Resource Materials: Discussion
 - 1. Introduce students to some of the important sources and community agencies dealing with career information.
 - a. Dictionary of Occupational Titles (D.O.T.) 4th Edition
 - (1) Pass out copies of "Orientation to D.O.T."
 - (2) Show members a copy of D.O.T., then go through orientation sheet pointing out the items as they are discussed.
 - (a) May wish to give special attention to the classification system.
 - b. Occupational Outlook Handbook
 - (1) Pass out a copy or two of this book, have them look through it and get an idea of its contents.
 - c. Mention other resources for career information available to students in the school.
 - d. Mention other resources.
 - (1) Counselor
 - (2) Career Planning and Placement Offices
 - (3) Teachers
 - (4) Persons actually working in the field of their tentative career choices.
- E. Preview Fourth Session

Session IV

The Goal-Setting Process

A. Introduction: Discussion

1. Purpose of the session.
 - a. Clarify a goal-setting process
 - b. Provide an experience in setting some tentative career goals.
 - c. Have students attempt to summarize their experiences in the workshop, attempting to tie together what they have learned, their present status in these regards, and set some tentative career goals toward which they can work.
 - d. Summary of the workshop by the facilitator(s).
 - e. Students evaluation of the workshop.

B. Select a Tentative Career Choice(s): Activity

1. Members review all available data.
2. Make a tentative choice of career(s), share with others.
3. Next step is to set some goals for further action.

C. Goal Setting Process: Activity

1. Similar to decision-making.
2. Setting a Goal
 - a. Determine any facilitating factors.
 - b. Determine any obstacles or restraining factors.
 - c. Decide on a strategy or plan of action.
 - d. Set some actual behavioral objectives or steps.
3. Pass out Goal-Setting Exercise: See Appendix
 - a. Explain the example; have them read the directions. Answer any questions.
 - b. Have them complete the goal-setting for two short-term goals.
 - (1) Move about and help students do this.
 - c. Have students share tentative career choice(s) and short-range goals. Get feedback.

4. Long-range goals (6 months or more)

- a. Decide on two long-range goals and go through same process (may need to assist).
- b. Have students share these goals, then receive feedback.

D. Summation Exercise

1. Pass out exercise (see appendix) and have them read directions. Indicate you wish to have a copy and explain the reason. Answer any questions, then have them proceed.
2. Suggest they re-think the activities of previous weeks, so these learnings may be incorporated. Stress that learning about oneself is an ongoing process. They may wish to re-examine this exercise and revise it at later times.

E. Workshop Summary: Discussion

1. Purpose - make students aware of processes and varied information needed in making career choice; help members become aware of career resource agencies and materials; provide opportunities to go through some processes and receive feedback from others.
 - a. Leader may review the following in whatever detail is felt appropriate.
2. Brainstorming
 - a. Provide opportunity to analyze some occupations and select commonalities among them. Become aware of types of activities you prefer and why.
 - b. Cause you to look at occupations you might consider as career possibilities.
3. Career Needs
 - a. Focus on your values or needs - things you wish a career to satisfy.
 - b. Become aware of both "personal" and "situational" factors involved in your career values or needs.
4. John's Decision
 - a. Get several viewpoints on types of information which is important in making a decision.
5. Decision-Making Process
 - a. Familiarize you with a process you can learn to use to better insure your important decisions resulting in a satisfying outcome.

6. Holland's concept of work environment.
 - a. Become familiar with and gain some understanding of one idea for classifying jobs.
7. Resource Agencies and Materials - Self-explanatory
8. Goal Setting
 - a. Make you aware of a process for setting goals, and to provide an experience in setting goals and relating them to occupational choice.
9. Summation Activity
 - a. Cause you to think and reflect on what has been learned and experienced during the workshop, have you attempt to tie these data together, and to help you make plans for further action following the workshop.

CAREER DECISION-MAKING WORKSHOP

OBJECTIVES

1. To assist students in becoming more aware of the many factors involved in choosing a career.
2. To assist students in becoming more aware of a process for making decisions so as to better insure achieving a satisfying outcome.
3. To help students become more aware of the relationship of aptitudes, interests, values, and needs in their career planning.
4. To help students more clearly recognize their responsibility for making decisions about their career.
5. To assist students in being able to synthesize the many factors involved in career selection into a more cohesive self-concept.
6. Assist students in learning a goal-setting process and provide some experience in setting a goal.

APPENDICES

CAREER DECISION-MAKING WORKSHOP

GROUP GROUNDING

OFTEN WHEN A GROUP OF PEOPLE COME TOGETHER FOR THE FIRST TIME OR DISCUSS A NEW TOPIC FOR THE FIRST TIME, PEOPLE WANT TO KNOW "WHERE OTHERS ARE." WE OFTEN HAVE MANY QUESTIONS WE DO NOT ASK OUT LOUD, BUT RATHER THINK PRIVATELY TO OURSELVES. "WILL PEOPLE AGREE OR DISAGREE WITH MY IDEAS?" "WILL I BE SUPPORTED?" "DO PEOPLE IN THIS GROUP THINK THE WAY I DO?" PERHAPS THESE ARE SOME OF THE QUESTIONS YOU ASK YOURSELF.

I AM GOING TO ASK THE GROUP SOME QUESTIONS. IF YOUR ANSWER IS "YES" RAISE YOUR HAND. NO DISCUSSION, JUST RAISE YOUR HAND IF YOU ANSWER THE QUESTIONS, "YES." LOOK AROUND AND SEE WHO ELSE ANSWERS THE WAY YOU DO. AT THE END OF THE QUESTIONS, I WILL ASK YOU TO SELECT A PERSON TO TALK WITH REGARDING HOW THE TWO OF YOU ANSWERED THE QUESTIONS. LET'S START:

1. Who has given serious thought to what type of job they would like one day?
2. Who has thought of being a movie star?
3. Who would like to be a manager of a McDonald's hamburger restaurant?
4. Anyone of you thought of being a farmer?
5. How many people would rather live in a big city than a small town?
6. How many people would rather live in a small town than a big city?
7. Who would like to travel a lot in their future job?
8. Who would rather work outdoors than indoors?
9. Who does not have the slightest idea what type of job they would like to have one day?
10. Who would rather work with people than machines?
11. Who would rather work with machines more than people?
12. Who believes there are a lot of jobs they could choose from?
13. Who in this group likes school?
14. Who plans to go on to college in the future?
15. Who thinks they would like to quit school after high school?
16. Who believes work is rewarding or fun?
17. Who in this group finds decision making an easy process?

18. Anyone find yourself constantly stuck when it comes to making a decision between two or more choices?
19. Who believes they know what career they might like to have one day?
20. Who in this group sees a relationship between school and the world of work?

I WOULD LIKE YOU TO SELECT A PARTNER NOW, BASED ON HOW HE OR SHE ANSWERED THESE QUESTIONS. FIND YOUR PARTNER, NOW....

Note to Teacher: These questions are only representative. Select several from the list or use them all. Please add your own to this list. The purpose is to let students see that others feel and think about themselves and the world of work in a similar manner. Discuss students reaction to this activity, and their discussions with partner.

CAREER DECISION-MAKING WORKSHOP

MY NEEDS IN A CAREER?

Directions

Following are listed a number of needs which people have expressed as having importance to them in their career. Read each of these needs and determine its relative importance to you as to what you want from your future career work.

Then, from the four choices offered select the one which best describes the importance to you of having each of these needs met by your work. Place the number of your choice for each of these needs in the blank space in front of each need.

Choices

1. Of little importance
2. Of average importance
3. Of great importance
4. Cannot determine importance

Needs in Career

- _____ Creativity and challenge (requiring originality and inventiveness)
- _____ Economic security (assurance of job and income)
- _____ Independence (able to use initiative and direct own behavior)
- _____ To direct others (in contrast to others directing you)
- _____ Work with people (instead of with data and/or things)
- _____ Competitiveness (large rewards if you can outdo your competition)
- _____ Recognition (have work known and admired by others)
- _____ Advancement (good opportunity to move up in pay and status)
- _____ Dominance (have power and control over others)
- _____ Social concern (helping others resolve and/or prevent difficult situations)
- _____ Work mastery (become expert in whatever work you do)
- _____ Work with data (in contrast to people and/or things)
- _____ Research (discovering new things, scientific exploration)
- _____ Enjoyment of work (feel good about going to work, more important than money)

Needs in Career: (continued)

- _____ Relax after work (forget work once home, enjoy free time)
- _____ Have a job with status (people recognize you are an important person)
- _____ Work with things (in contrast to people and/or data)
- _____ Self-expression (encouragement and opportunity to be heard)

Most Important

Least Important

CAREER DECISION-MAKING WORKSHOP

John's Decision

John is undecided about which one of three occupational clusters to explore: Health, Marketing and Distribution, or Hospitality and Recreation. John is in the ninth grade and he is presently considering what courses to take and other work related experiences which would be helpful in making a future career choice.

John is ambivalent regarding which cluster to explore. His father wants him to take a lot of science and become a doctor. John's older brother is in college and is majoring in environmental studies. This older brother is encouraging John to become a park superintendent. The majority of John's friends and their families are talking a lot about the advantages of going into business, especially marketing. John's mother does not care what career he selects as long as he is happy, but she wants him to decide soon. She's afraid that John will avoid making a decision.

Facilitating Factors. John has a "B" average in school. He is a good student and highly motivated in his school work.

Constraining Factors. John is a very dependent person. He does not do well in pressure situations. He must do things perfectly or not do them. He needs specific plans before acting and is very compliant to authority.

Interests. John has general interests in science, outdoor activities, and reading. He enjoys people, but needs time to be alone. He really enjoyed biology class.

CAREER DECISION-MAKING WORKSHOP

DECISION-MAKING EXAMPLE

1. Decision to be made: What occupation could I select to explore with an interest in math and science and how much education will I need?
2. What information do I have or what additional information do I need in order to make a good decision?
 - a. Information I have
 - (1) I do well in math and science and enjoy both.
 - (2) I am a "B" student in school work
 - b. What I value. Values of significant others I may wish to consider.
 - (1) Financial security
 - (2) Advancement
 - (3) Challenging work
 - (4) Family and children
 - (5) Degree of responsibility
 - c. Information I need
 - (1) Occupations one may enter with an interest in math and science.
 - (2) What is the state of the job market, salary ranges for jobs, possibility for advancement?
 - (3) What educational level is necessary for various jobs?
 - d. Check relevancy, validity, date of information, etc.
 - e. I may need to change the information needed, or reassess information on hand, as I progress toward my decision.
3. Determine alternatives.
 - a. Continue taking math and science in high school. Then go to work upon graduation.
 - b. Get a Bachelor's degree while majoring in math and/or science.
 - c. Take a two year technical program in math and/or science after graduating from high school.

Decision-Making Example
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d. Drop out of school and begin working without a high school degree.

4. Predicting outcomes to alternatives.

a. Knowing outcomes enables one to better judge desirability of each alternative.

b. Predicting outcomes of human behavior is very difficult, due to complexity of people, differing values, and modes of reacting.

c. Each alternative may have one or several predictable outcomes, some more probable than others.

d. Alternative - Stop my education with high school or continue for a Bachelor's degree

e. Outcomes

(1) Work with only a high school degree may discourage my continuing for advanced work at later date.

(2) With high school degree, I will have less chance and it will take longer to obtain a job which is challenging and has high degree of responsibility.

(3) Bachelor's will probably better insure advancement and financial security.

(4) To go ahead for Bachelor's means I will have to borrow about \$3,000.

5. Estimate probability of outcomes happening.

a. Persons rarely, if ever, have perfect information - thus risk (probability) usually becomes a factor.

b. To determine probability and desirability, one needs both information and practice.

c. Outcome - Work with only high school degree may discourage my advancement and financial security.

d. Probability - 80 to 20 that one will not continue education.

(1) Once set in a job it is difficult to give it up.

(2) Difficult to save for several years, when first getting established, and longer one works more difficult it is to change.

(3) Working may help person see need for more education.

Decision-Making Example
page 3

6. Estimate desirability

- a. Which outcome does one really prefer? How much more would one want one outcome over another, with some idea of probability for that outcome occurring?

7. Risk-taking

- a. Risk implies danger - danger of an undesirable outcome.
- b. People vary in amount of risk they will take, and are usually not consistent in their risk-taking.
 - (1) At extremes, one may ignore risk; or may not act rather than take any risk.
 - (2) Personal status, circumstances, desirability of outcome, etc., may cause a person to even use selective information to alter risk - if they want to make certain decisions.
- c. In determining risk, decision-maker must consider:
 - (1) Present circumstances
 - (2) Relative importance of the decision
 - (3) One's risk taking characteristics

8. Strategy or Plan of Action

- a. Strategy involves the criterion or principle for choosing one alternative over another.
 - (1) One needs to use some strategy to integrate information, values, objectives, alternatives, outcomes, and risk - into the making of a decision.
- b. Strategy involves calculating the risk associated with each alternative, and the desirability of each outcome, and applying what one knows, to decide which action to pursue.
- c. Will you play it safe, choose the most desirable outcome regardless of risk, avoid the worst outcome, or consider outcome which is most likely and most desirable?

CAREER DECISION-MAKING WORKSHOP

MAKING A DECISION

1. One tentative career decision I wish to make this year is _____

2. Information I now have: _____

3. Things I value which may need to be considered in making this decision:

4. Values of significant others (mother, father, etc.) which may need to be considered in making this decision: _____

5. Information I will need: _____

6. Alternatives which I can determine as possibilities to my reaching this decision:
 - a. _____
 - b. _____
 - c. _____
 - d. _____

Making a Decision

page 2

7. Outcomes to my alternatives:

a. Alternative One _____

(1) Predicted outcome _____

(a) Probability of this occurring: _____

(b) Desirability of this outcome: _____

(c) Degree of risk involved: _____

b. Alternative Two _____

(1) Predicted outcome _____

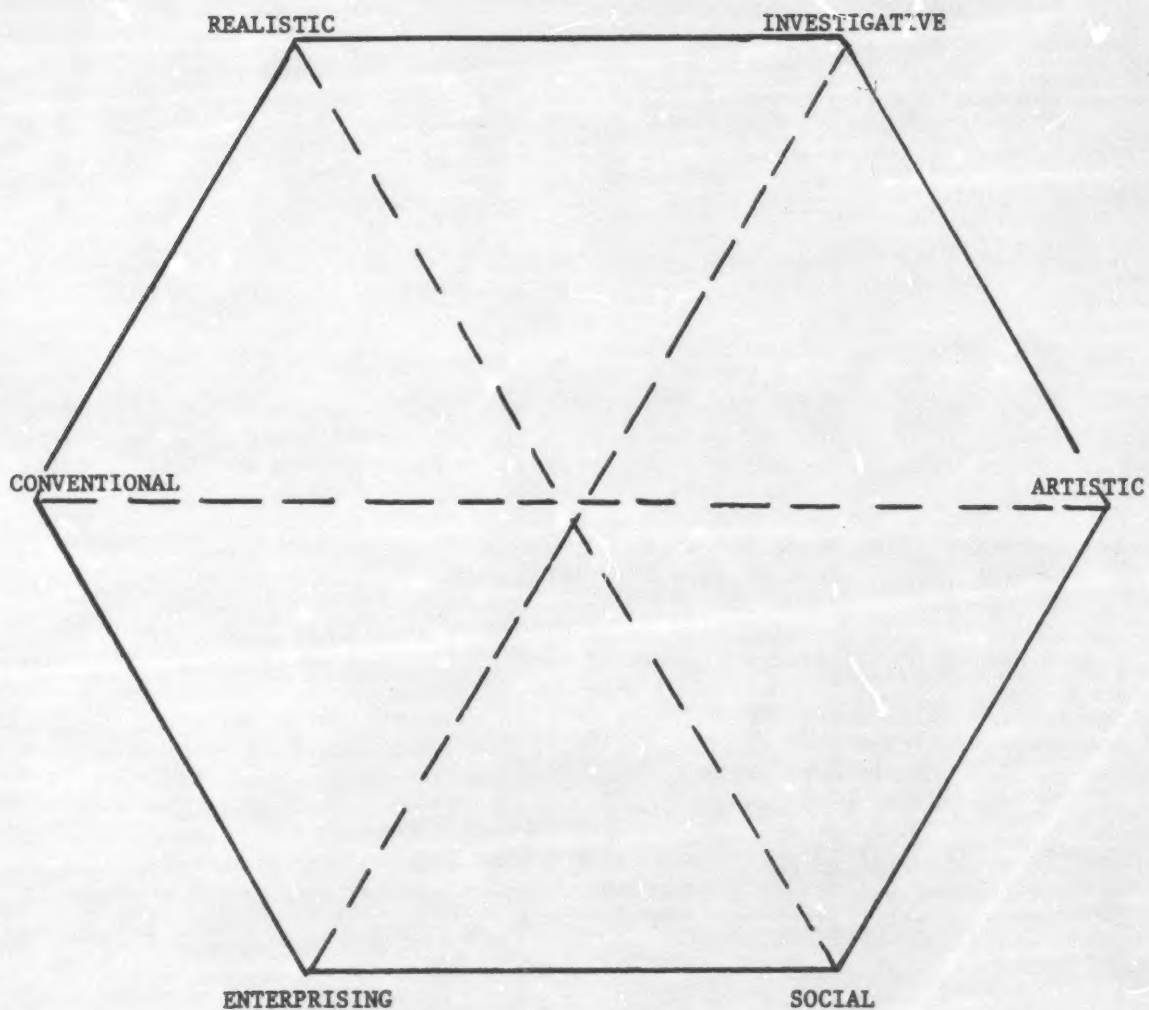
(a) Probability of this occurring: _____

(b) Desirability of this outcome: _____

(c) Degree of risk involved: _____

8. Strategy or Plan

HOLLAND'S HEXAGONAL MODEL OF OCCUPATIONAL TYPES



See Attached Sheet for Explanation and Instruction

CAREER DECISION-MAKING WORKSHOP

HOLLAND'S WORK ENVIRONMENT

John Holland believes that there are six basic work environments. Each of us is the product of interaction between a particular heredity and a variety of cultural and personal forces. As a result of this interaction among all these factors, we have developed a preference for certain ways of coping and for certain kinds of environments. The six environments are:

1. Realistic - Enjoy work that is practical and concrete - the systematic manipulation of objects, tools, machines, and animals. Would be described as frank, practical, persistent, stable, thrifty, materialistic.
2. Investigative - Value science and intellectual pursuits. Are scholarly, have math and science ability. Would be described as analytical, cautious, curious, independent, methodical, precise.
3. Artistic - Value ambiguous, free, unsystematized activities. Have competence to create art form or products. Could be described as being complicated, emotional, idealistic, imaginative, impulsive, intuitive, and non-conforming.
4. Social - Enjoy working with others to inform, train, develop, cure, or enlighten. Can communicate well, have interpersonal skills. Can be described as cooperative, friendly, generous, responsible and understanding.
5. Enterprising - Enjoy working with others to attain organizational or self-interest goals. Have managerial and leadership skills. Can be described as adventurous, argumentative, energetic, pleasure-seeking, and self-confident.
6. Conventional - Enjoy the ordered, systematic manipulation of data such as keeping records, filing materials, reproducing materials, organizing written materials, operating business and data processing machines. Can be described as conscientious, efficient, orderly, practical, self-controlled, and obedient.

The relationships among types are assumed to be inversely proportional to the distances among types. Types that are farther apart reflect greater differences in work environments. For example, the artistic and conventional environments are on opposite sides of the hexagon and they represent widely different and contrasting work environments.

SELF-EXPLORATION EXERCISE: Think about yourself-your interests, the person you think you are. Study the six work environments. Rank yourself below in the three which you feel best describe you and repeat for the ones which are least like you.

Most Like You	Least Like You
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

CAREER DECISION-MAKING WORKSHOP

ORIENTATION - DICTIONARY OF OCCUPATIONAL TITLES - FOURTH EDITION

- A. Becoming acquainted with the Dictionary of Occupational Titles. Commonly referred to as the D.O.T.
1. The D.O.T. is a valuable occupational resource published by the U.S. Department of Labor. Fourth Edition published in 1977.
 - a. Standard source of occupational information, which defines and classifies all occupations in the United States.
 - b. Reflects the relationship among occupations in terms of actual work performed and in requirements made on workers.
 2. Lists approximately 20,000 occupations numerically by their nine-digit classification number and thoroughly defines the occupation.
 - a. Explains the Department of Labor's nine-digit system for classifying all occupations into categories, divisions, and groups.
 - b. Provides a summary listing of this classification system.
 3. Nine-digit Occupational Code.
 - a. First 3-digits. Groups all occupations according to their basic occupational & industrial characteristics.
 - (1) First number breaks all occupations down into nine categories. (0-9, numbers 0 & 1 had to be used for one large category)
 - (2) Second and third digits break the preceding nine classifications down into more definitive areas. (0 & 1, Professional, technical or managerial--into 04, occupations in life science; then, 04 to 045, occupations in psychology.
 - b. Second three digits. (following the decimal)
 - (1) Describes the functions or tasks performed in the occupations in relationship to Data, People, and Things.
 - (a) First number (column)--Data or information; 2nd number--People; 3rd number--Things, or objects.
 - (2) Numbers range from 0-8; generally the smaller the number, the more complex or important that aspect is in the occupations--the higher the number the more simple or less important. (0-lowest; 8-highest. See pp 1369-71 for more detailed information).

Orientation - D.O.T. - Fourth Edition
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- c. Last three digits. Indicates the alphabetical order of titles for similar occupations--to simply differentiate one similar occupation (same 6 digit classification) from another.
 - (1) If the 6 digit code is applicable to only one occupation, the last 3 digits will be 010.
 - (2) If more than one occupation has the same 6-digit number, the other similar ones are assigned--in alphabetical order of titles--numbers in multiples of four. (010, 014, 018, 022, etc.)
- 4. Glossary. (pp. 947-63)
 - a. Words with a special meaning in the context of occupational language are *italicized* in the body of the definition and defined in the glossary.
- 5. Alphabetical Index of Occupational Titles. (pp. 965-1156)
 - a. Lists all occupations, cross-indexed to the 9-digit codes, for accompanying definitions.
- 6. Occupational Titles Arranged by Industry Designation.
 - a. Listing of occupations which are found in a particular industry.
 - (1) Helpful to persons unaware of occupations available in certain types of industries, or those seeking industries which employ persons with a particular preparation.
- 7. Data useful for counseling, such as worker traits, aptitudes important in various occupations, temperaments, educational development level, etc. are rearranged and found in the D.O.T. Supplements.

EXERCISE: THE GOAL SETTING PROCESS

Career Decision-Making Workshop, Session IV
Life Planning Workshop

SHORT RANGE GOAL	FACILITATING FACTORS	OBSTACLES OR RESTRAINTS	STRATEGY	BEHAVIORAL OBJECTIVES
Investigate Occupational Possibilities	My father has a friend who works in an employ- ment agency; I have time now to spend investi- gating occupations. I am intelligent, get along well with people, willing to learn	Not familiar with the world of work. I don't really know what I can do well. I can't afford going to college.	Talk to people who are knowledgeable about the world of work; read about occupations. See a counselor about testing of interests, abilities, etc. Analyze what I do with my spare time.	This week, get appointment with dad's friend; next week visit with counselor. Tomorrow make appoint- ment for testing. This week make list of things I like. Next week, write autobiography.

SHORT RANGE GOAL	FACILITATING FACTORS	OBSTACLES OR RESTRAINTS	STRATEGY	BEHAVIORAL OBJECTIVES
1. _____	1. _____	1. _____	1. _____	1. _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
2. _____	2. _____	_____	_____	_____
_____	_____	_____	_____	_____

CAREER DECISION-MAKING WORKSHOP**SUMMATION EXERCISE**

You have been exploring your abilities, interests needs and values in an attempt to formulate some career goals. You have also been examining the decision-making process, the goal-setting process, and the resources available to you in making these choices. Please summarize this information by writing several paragraphs below. Indicate where you were relative to the choice of a tentative career before entering the workshop, what you have learned about yourself and the world of work, where you stand with respect to decision-making and goal-setting skills, and how you hope to proceed in the near and distant future.

NAME _____
(optional)

DATE _____

CAREER DECISION-MAKING WORKSHOP

EVALUATION FORM

- | 1. Rate how effective the program was in achieving the following goals: | <u>Not Effective</u> | | <u>Somewhat</u> | | <u>Very Effective</u> |
|--|----------------------|--|-----------------|---|-----------------------|
| a. help me to become more aware of the many factors involved in choosing a career | 1 | | 2 | 3 | 4 5 |
| b. help me become aware of a process for making decisions so as to better insure a satisfying outcome | 1 | | 2 | 3 | 4 5 |
| c. help me become more aware of the relationship of my interests, values, and needs to career planning | 1 | | 2 | 3 | 4 5 |
| d. help me more clearly recognize <u>my</u> responsibility for making decisions about <u>my</u> career | 1 | | 2 | 3 | 4 5 |
| e. help me synthesize the many factors involved in career selection into a more cohesive self-concept | 1 | | 2 | 3 | 4 5 |
-
- | 2. Rate how helpful the following components of the workshop were to you: | <u>Not Helpful</u> | | <u>Somewhat</u> | | <u>Very Helpful</u> |
|---|--------------------|--|-----------------|---|---------------------|
| a. the career brainstorming exercise and discussion | 1 | | 2 | 3 | 4 5 |
| b. the experience of making a group decision regarding John's dilemma | 1 | | 2 | 3 | 4 5 |
| c. the exercise "My Needs in a Career" | 1 | | 2 | 3 | 4 5 |
| d. the discussion of a career decision-making process | 1 | | 2 | 3 | 4 5 |

Evaluation Form
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	<u>Not Helpful</u>		<u>Somewhat</u>		<u>Very Helpful</u>
e. the description and explanation of the Holland Thematic Scales	1	2	3	4	5
f. the presentation and discussion of occupational resources and materials	1	2	3	4	5
g. the "Goal-Setting" exercise	1	2	3	4	5
h. the "Summation" exercise	1	2	3	4	5
3. How would you rate your total overall experience in the program?	<u>Very Negative</u>		<u>Somewhat</u>		<u>Very Positive</u>
	1	2	3	4	5
4. Would you recommend the program to a friend?	No <u> </u>		Not Sure <u> </u>		Yes <u> </u>
5. How effective was (were) your group leader(s) in helping you achieve the goals of the program?	<u>Not Effective</u>		<u>Somewhat</u>		<u>Very Effective</u>
Leader 1 <u> </u>	1	2	3	4	5
Leader 2 <u> </u>	1	2	3	4	5
6. Rate how sensitive the group leader(s) was (were) to your concerns	<u>Not Sensitive</u>		<u>Somewhat</u>		<u>Very Sensitive</u>
Leader 1 <u> </u>	1	2	3	4	5
Leader 2 <u> </u>	1	2	3	4	5
7. What suggestions do you have for your leader(s)?					
8. How do you think the program can be improved?					
9. Additional Comments: (Use reverse side, if necessary)					